

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1921, No. 3

MONTHLY RECORD
OF CURRENT EDUCATIONAL
PUBLICATIONS

FEBRUARY, 1921



WASHINGTON
GOVERNMENT PRINTING OFFICE
1921

ADDITIONAL COPIES
OF THIS PUBLICATION MAY BE PROCURED FROM
THE SUPERINTENDENT OF DOCUMENTS
GOVERNMENT PRINTING OFFICE
WASHINGTON, D. C.
AT
5 CENTS PER COPY

MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

Compiled by the Library Division, Bureau of Education.

CONTENTS.—Proceedings of associations—Educational history and biography—Current educational conditions—Educational theory and practice—Educational psychology—Child study—Educational tests and measurements—Special methods of instruction—Special subjects of curriculum—Kindergarten and primary school—Rural education—Secondary education—Teachers' salaries and professional status—Higher education—School administration—School management—School hygiene and sanitation—Sex hygiene—Physical training—Play and recreation—Social aspects of education—Child welfare—Moral and religious education—Manual and vocational training—Vocational guidance—Home economics—Professional education—Civic education—Americanization—Education of soldiers—Education of women—Negro education—Education of deaf—Exceptional children—Education extension—Libraries and reading—Bureau of education: Recent publications.

NOTE.

The record comprises a general survey in bibliographic form of current educational literature, domestic and foreign, received during the monthly period preceding the date of publication of each issue.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

Publications intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

PROCEEDINGS OF ASSOCIATIONS.

1. **Associated Harvard clubs.** Report of the proceedings at the twenty-second annual meeting, Washington, D. C., April 30-May 1, 1920. 45 p. 8°. (Supplement to the Harvard alumni bulletin, vol. 23, no. 14, January 6 1921)
2. **Louisiana.** Conference of state and parish school officials. Notes on the proceedings of conference held in New Orleans, La., December 16-18, 1920. Baton Rouge, State department of education, 1920. 11 p. 8°.
A statement of some of the important facts which were disclosed in the discussions, and some of the essentials in instruction and administration that were agreed upon.
3. **Pennsylvania. University. Schoolmen's week.** Seventh annual proceedings, April 8-10, 1920. Philadelphia, Pa., Pub. by the University, 1920. 336 p. 8°.

Contains: 1. R. M. Haig: Available sources of additional support for Pennsylvania schools, p. 20-29. 2. W. B. Owen: How to organize a state education association of a democratic basis, p. 37-41. 3. T. E. Finegan: The future of education in Pennsylvania, p. 44-56. 4. J. W. Sweeney: Transportation to the rural consolidated school, p. 59-62. 5. L. J. Russell: Tentative standards for rural courses of study, p. 63-66. 6. E. M. Rapp: Suggestive standards and specifications of the consolidated plant, p. 66-70. 7. L. A. King: Preparation and certification of rural teachers—the situation in Pennsylvania, p. 78-93. 8.

Carter Alexander: The county training schools of Wisconsin, p. 93-98. 9. Mabel Carney: Should rural teachers be prepared in high schools? p. 99-106; Discussion, p. 106-10. 10. H. Updegraff and L. A. King: Third annual report of the Bureau of educational measurements, p. 110-37. 11. H. O. Deltrick: General intelligence and school organization, p. 137-43. 12. B. F. L. Rosenberry: A correlation of comprehension scores derived from the Moproe silent reading tests and teachers' grades, p. 143-46; Discussion, p. 146-48. 13. O. P. Cowman: The educational emergency in Pennsylvania—the need for a campaign, p. 148-56. 14. A. J. Glennie: How an educational campaign was organized and conducted in New Jersey, p. 156-63. 15. Carter Alexander: How to organize a publicity campaign for better school support, p. 163-66. 16. How can civic, social and commercial agencies help in an educational campaign in Pennsylvania? p. 167-73. 17. Carter Alexander: How to "put over" the publicity campaign for better school support, p. 173-78. 18. C. H. Carback: Certain facts regarding salaries in Pennsylvania, p. 181-88. 19. E. S. Evenden: Essential features of a state salary law, p. 188-96; Discussion, p. 196-200. 20. Harlan Updegraff: What are the desirable features of a state certificate law? p. 200-205. 21. G. C. L. Riemer: The present situation of the high schools of Pennsylvania, p. 217-234. 22. A. D. Yocum: Constants essential to democratic courses of study, p. 238-52. 23. W. D. Lewis: Constants and electives in the high school course, p. 253-57. 24. G. R. Tyson: Results of intelligence examinations held in the colleges and high schools, p. 262-70. 25. H. J. Roddy: The correlation of high school and college teaching of biology, p. 272-78. 26. F. M. Leavitt: Vocational guidance and placement, p. 278-83. 27. J. A. Lester: Some facts and fictions about school spelling, p. 291-98. 28. W. C. Ash: Standardization of mechanic arts in the high schools, p. 311-17.

EDUCATIONAL HISTORY AND BIOGRAPHY.

4. Aurner, Clarence Ray. History of education in Iowa. Vol. 5. Iowa City, State historical society of Iowa, 1920. x, 371 p. 8°.

This volume includes brief accounts of the history of five types of state educational or semieducational institutions in Iowa: the College for the blind, the School for the deaf, the Soldiers' orphans' home, the Reform schools, and the Institution for the feeble-minded.

5. Cajori, Florian. Greek philosophers on the disciplinary value of mathematics. Mathematics teacher, 13: 57-62, December 1920.
6. India. Bureau of education. . . . Selections from educational records. Part I. 1781-1839. Calcutta. Superintendent government printing, 1920. 225 p., plates. 4°.

7. Powers, Samuel Ralph. A history of the teaching of chemistry in the secondary schools of the United States previous to 1850. Minneapolis, University of Minnesota, 1920. 68 p. 8°. (Research publications of the University of Minnesota. Current problems, no. 13.)

Bibliography: p. 53-61.

8. Wells, Herbert G. The outline of history; being a plain history of life and mankind. Written with the advice and editorial help of Ernest Baker, Sir H. H. Johnston, Sir E. Ray Lankester, and Prof. Gilbert Murray, and illustrated by J. F. Horrabin. New York, The Macmillan company, 1920. 2 v. illus., maps. 8°.

Mr. Wells' Outline contains much material on the development of human culture and of education from the earliest times to the present. His announced purpose is to make plain in his history that "human progress" is largely mental progress—a clearing and an enlargement of ideas.

9. Winston, George Tayloe. A builder of the new South; being the story of the life work of Daniel Augustus Tompkins. Garden City, New York, Doubleday, Page & company, 1920. x, 403 p. front. (port.) 8°.

Mr. Tompkins (1851-1914) is known as the "father of the cotton seed oil industry," the man who turned a waste product into a national resource. Chapters 11 and 12 of the biography deal with his work as a promoter of industrial and technical education in the South, and as a builder of textile schools.

10. Wright, Thomas Goddard. Literary culture in early New England, 1620-1730. Edited by his wife. New Haven, Yale university press, 1920. 322 p. 8°.

Attempts to determine the culture of the people of early New England and to study the relation between their culture and the literature which they produced. In carrying out the plan of the book, the writer has made a study of the education of the New Englanders, their libraries, their ability to obtain books, their use and appreciation of books, their relations with political and literary life in England, and their literature.

CURRENT EDUCATIONAL CONDITIONS.

GENERAL AND UNITED STATES.

11. Aikin, Wilford M. International relations in education. School and society, 13: 61-67, January 15, 1921.
The possibilities of secondary education in the field of international relations.
12. Bagley, William C. Are the older "school virtues" obsolescent? Educational review, 61: 6-10, January 1921.
A plea for the older school virtues, especially that of thoroughness, which the writer says has been relegated to the background by the emphasis placed on the ideal of initiative.
13. Claxton, Philander P. Don't you care whether school keeps or not? Independent, 105: 84-85, January 22, 1921.
Discusses shortage of teachers; expenditures for education, etc.
14. Dolch, Edward William, jr. The education of the community. Educational administration and supervision, 6: 512-16, December 1920.
Suggests ways in which the superintendent can educate the community to fuller understanding and support of the public schools.
15. Duggan, Stephen P. Schools of today in the old world and the new. American education, 24: 156-60, December 1920.
Address delivered at the University convocation, Albany, October 7, 1920.
The educational reforms prompted by the war both in Europe and America.
16. Mims, Edwin. The new challenge to teachers of America. High school journal, 3: 227-31, December 1920.
Address before the North Carolina teachers' assembly, Asheville, November 25, 1920.
17. Reynolds, Ernest Shaw. Democracy in education. American teacher, 9: 178-81, November 1920.
Also in School and society, 13: 24-27, January 1, 1921.
A report made at the meeting of the North Dakota state teachers' association at Grand Forks, North Dakota, before the section of higher and professional education.
18. Richardson, Jacob W. Educational ideals and Americanism. Harvard graduates' magazine, 29: 177-82, December 1920.
19. Smith, W. C. The community and the teacher. Training school quarterly, 2: 1-8, October, November, December 1920.
Address delivered before the North Carolina parent-teacher association.
What the community entrusts to its teachers, what it expects and requires of them, and what it owes them.
20. Southington, Conn. School board. Annual report . . . 1920. [Southington, Conn., 1920] 69 p. 12°. illus.
Part 1 deals with a health survey of the schools, part 2 is the report of the superintendent, containing information concerning the use of educational tests in the schools, part 3 gives the report of the finance committee.

21. **Strayer, George D.** Making good the promise of democracy. "Good house keeping, 72: 28-29, 115, February 1921.

An equal opportunity for all and the Smith-Townier bill.

22. **Utah educational campaign committee.** Utah's educational program. Girls and boys her greatest asset; education her biggest business. [Salt Lake City, Department of public instruction, 1920?] 34 p. illus. 8°.

An appeal to the people of Utah to assist in carrying out the program provided by the new school laws of the State. Illustrated with many charts.

23. **Williams, James T., jr.** The press and the public schools. *Journal of education*, 92: 595-97, December 16, 1920.

Paper read at the Massachusetts teachers' association.

Says the press has a deep obligation to the public schools, but in return for that support the people have a right to expect certain things. Most of the article is given to discussing the things we have a right to expect from the schools.

24. **Wisconsin's educational horizon**, vol. 3, no. 3, pts. 1-3, November-December 1920.

Pt. 1.—The State board of education, an agency of cooperation and coordination, 1920-1921, 28 p.—Pt. 2.—The first year of Wisconsin's educational bonus law, 1919-1920, 58 p.—Pt. 3.—Wisconsin looking forward, an educational program, 15 p.

FOREIGN COUNTRIES.

25. **De Haas, J. Anton.** The intellectual blockade of Germany. *Nation*, 112: 38-39, January 12, 1921.

Discusses the plight of the German and Austrian universities, owing to the enormous increase in the cost of materials, equipment, and the necessities of life.

26. **Das gymnasium und die neue zeit.** Fürsprachen und forderungen für seine erhaltung und seine zukunft. Leipzig und Berlin, B. G. Teubner, 1919. 220 p. 8°.

27. **India. Commission of inquiry.** Village education in India. The report of a commission of inquiry. London, New York, Oxford university press, 1920. xii, 210 p. 16°.

Members of the Commission: A. G. Fraser, Miss M. M. Allan, J. H. Maclean, K. T. Paul, D. J. Fleming.

28. **Iyer, P. A. S.** The Madras elementary education act. *Indian review* (Madras, India) 21: 692-94, November 1920.

29. **Wiggin, Anne.** Education for nationalism: an example. *School and home education*, 40: 89-92, December 1920.

The education of children in France before the war and how it served her in time of war.

EDUCATIONAL THEORY AND PRACTICE. A

30. **Bamberger, Florence E.** Progressive education in public schools. *Educational review*, 61: 19-30, January 1921.

Discusses the meaning of "progressive education." Gives results of tests made in the public schools of Baltimore regarding the health of pupils, recreational facilities, etc. Outlines the curriculum of progressive education.

31. **Cobb, Stanwood.** The essence of progressive education. *Educational review*, 61: 1-5, January 1921.

"Progressive education" is an effort to give more freedom and more responsibility to the pupils. The writer declares it to be "a daring experiment." It is best seen in the different progressive schools, such as the Organic school of Fairhope, Alabama; the Park school, Baltimore, Md.; and the Moraine Park school, Dayton, Ohio. The object of the progressive school is to arouse interest in the acquisition of knowledge, and provide opportunity for physical movement and exercise. One of its tenets is the use of movable furniture; another is easy access to the out-of-doors.

32. Cuff, Sister Mary Louise. The limitations of the educational theory of John Locke especially for the Christian teacher. Washington, D. C., 1920. 148 p. 8°.

Bibliography: p. 149-48.

A dissertation submitted to the Catholic sisters college of the Catholic university of America in partial fulfillment of the requirements for the degree doctor of philosophy.

33. Hobson, Elsie G. The progressive private school. Educational review, 61: 31-40, January 1921.

Says that the progressive schools are essentially experimental. Their program is flexible, and they are not afraid to scrap a scheme if it proves unprofitable or to try a new one that promises well.

34. Morrison, Henry C. Studies in high-school procedure—direct and indirect teaching. School review, 29: 19-30, January 1921.

Says that learning is positive and effective in proportion as it is direct classroom work with no assignment of lessons, except assimilative material, and no intervention of inhibitory learning about the ability to be required. Gives examples in the teaching of Latin and French.

35. Rooke, Eleanor W. Educational ideas in some English novels. Journal of experimental pedagogy, 5: 279-88, December 6, 1920.

Second and concluding paper on the subject. Educational ideas in novels by Dickens, George Eliot, Hughes, Hardy, Meredith, Wells, etc.

36. Smith, Eugene R. An interesting educational experiment. Educational review, 61: 11-18, January 1921.

Discusses the work and methods of the Park school of Baltimore, Md.

EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

37. Drummond, Margaret. Five years old or thereabouts; some chapters on the psychology and training of little children. London, Edward Arnold, 1920. 180 p. front. 12°.

"List of other works": p. 178.

38. Fryer, Eugenie M. A book of boyhoods: Chaucer to MacDowell. New York, E. P. Dutton & company [1920] x, 302 p. front. 8°.

The author believes that in modern education too little attention is paid to the imagination. In this book of boyhoods, covering in time six centuries, and depicting a variety of professional types, it is found in each instance that the well-spring of vision has the same source—imagination.

39. Henderson, Gertrude M. Educating the child's imagination. Education, 41: 303-11, January 1921.

Says that too early an introduction to the world of books tends to crush out the original spirit in children.

40. Mitchell, David. Child psychology. Psychological bulletin, 17: 363-74, November 1920.

A review of recent works on the psychology of childhood. Gives references.

41. Rasmussen, Vilhelm. Child psychology. I. Development in the first four years. With a preface by Prof. Harald Høffding. London, [etc.] Gylden-
dal [1920] xv, 166 p. plates, 12°.

"Literature": p. 165-166.

Translated from the Danish by G. G. Berry.

42. Stränge, A. C. [Individual differences] Oregon teachers monthly, 25: 118-21, 173-76, November, December 1920.

The first article is entitled "The problem of individual differences" and the second "Causes of individual differences."

43. Tracy, Frederick. The psychology of adolescence. New York, The Macmillan company, 1920. 24 p. 8°.

EDUCATIONAL TESTS AND MEASUREMENTS.

44. **Ballard, Philip Boswood.** Mental tests. London, New York [etc.] Hodge and Stoughton, Ltd., 1920. ix, 235 p. 12°.

Describes the attempts made in England, America, and elsewhere to arrive at a scientific system of testing intelligence, reasoning, and the results of teaching.
45. **Barthelmess, Harriet M.** Geography testing in Boston. *Journal of educational research*, 2: 701-12, November 1920.
46. **Bird, Grace E.** A test of some standard tests. *Journal of educational psychology*, 11: 275-83, May-June 1920.

"Records were secured from sixty pupils in thirteen standard educational tests, and on the basis of the results a study is made of the diagnostic value of each of the tests. Those involving the most language ability were the most reliable indices of general school ability gauged by general success in the entire group of tests, by teachers' estimates, and by school marks."
47. **Brooks, Samuel S.** Using standardized tests in rural schools for grading purposes. *Journal of educational research*, 2: 720-35, November 1920.

This is the third article by Supt. Brooks on the general topic, "Putting standardized tests to practical use in rural schools."
48. **Chamberlain, E. M.** The psychological testing of intelligence. In *Eastern association of physics teachers. Report, 1920.* p. 7-15.

Tests for general intelligence. Discusses the scales themselves and the uses of intelligence ratings.
49. **Clement, J. A.** Use of mental tests as a supplementary method of making school adjustments in colleges. *Educational administration and supervision*, 6: 433-44, November 1920.
50. **Coxe, W. W.** Value of intelligence tests in the assignment and promotion of pupils--results of group intelligence tests in the Cincinnati schools. *School index*, 7: 136-37, January 7, 1921.

Report presented before the Cincinnati schoolmasters club, December 11, 1920.
51. **Flemming, Edwin G.** A study of silent reading in classes in speech. *Quarterly journal of speech education*, 6: 31-51, November 1920.

Study based on test in the department of public speaking at the University of Wisconsin. The reading test was the Thorndike scale alpha 2.
52. **Freeman, Frank N.** The interpretation and application of the intelligence quotient. *Journal of educational psychology*, 12: 3-13, January 1921.

Discusses the relationship between the intelligence quotient as a measure of the mental capacity of the individual and the facts of mental development.
53. ———. Mental tests. *Psychological bulletin*, 17: 353-62, November 1920.

Discusses the Army tests, also new tests or new forms of old tests. Gives an extensive bibliography.
54. **Holley, Charles E.** Mental tests for school use. Urbana, Ill., by University of Illinois, 1920. 91 p. 8°. (*University of Illinois bulletin*, vol. 17, no. 28, March 3, 1920. Bureau of educational research—bulletin no. 4.

Pt. I.—The present status of mental testing. Pt. II.—Comparison of group mental scales. Pt. III.—Mental survey of the Champaign public schools.—Appendix.
55. **Pillsbury, W. B.** Selection—An unnoticed function of education. *Scientific monthly*, 12: 62-74, January 1921.

Discusses the value of mental tests as compared with selection; the difference between the slow process of the school system of selection, and modern mental measurements to determine the ability of pupils. Shows advantages of both.

56. Pintner, Rudolf, and Marshall, Helen. A combined mental-educational survey. *Journal of educational psychology*, 12: 32-43, January 1921.
Suggestions for the combination of mental and educational tests in order that we may measure accurately the wastage of intelligence.
57. ——— and Noble, Helen. The classification of school children according to mental age. *Journal of educational research*, 2: 713-28, November 1920.
The writer says that the experiment of classifying children according to mental age has shown that such a classification is thoroughly practicable and will eliminate a great deal of the present-day waste and inefficiency in the ordinary school system.
58. Pressey, L. C., and Skeel, H. V. A group test for measuring reading vocabulary in the first grade. *Elementary school journal*, 21: 304-9, December 1920.
Discusses results obtained by the Haggerty visual vocabulary test.
59. Pressey, Sydney L. Suggestions looking toward a fundamental revision of current statistical procedure, as applied to tests. *Psychological review*, 27: 460-72, November 1920.
Discusses certain limitations to the present concepts of "reliability," and "validity" as applied to intelligence tests.
60. Thorndike, Edward L. The reliability and significance of tests of intelligence. *Journal of educational psychology*, 11: 284-87, May-June 1920.
"The probable error of a twenty-minute group test of the Army Alpha type is about one year of mental age. This is about what is to be expected since the probable error of a Stanford-Binet score, representing a fifty-minute examination, is about five months of mental age."
61. Van Wagenen, Marvin J. Graded opposites and analogies tests. *Journal of educational psychology*, 11: 241-63, May-June 1920.
"Three hundred opposites and 300 analogies were given to elementary school pupils and to college students. On the basis of the results four equated sets of fifty each were constructed for both opposites and analogies. The article presents the lists and the keys for scoring."
62. ——— Table for computing mean individual scores in educational scales. *Teachers college record*, 21: 441-51, November 1920.
63. Webb, L. W. A comparison of two methods of studying with application to foreign language. *School-review*, 29: 58-67, January 1921.
An effort to determine the relative value of two methods of studying paired associates, which the writer defines as "two tests of words, one opposite the other." The subjects in the experiment were students in the psychology classes of Northwestern university.
64. Wilson, G. M. Locating the language errors of children. *Elementary school journal*, 21: 290-96, December 1920.
Discussion of the most common errors of pupils as shown by tests made in the public schools of Boise, Connersville, Kansas City, and Cincinnati.
65. Yates, Dorothy Hazeltine. A study of twenty high school seniors of superior intelligence. *Journal of educational psychology*, 11: 264-74, May-June 1920.
"Five hundred and forty-three high school seniors of Oakland, California, were given the Otis tests of intelligence, and of the twenty that ranked highest (score 149-165) an intensive study was made with reference to kind of home, intelligence of parents, health, and general ability. A comparison is made between these twenty superior pupils and twenty selected from about the median."

SPECIAL METHODS OF INSTRUCTION.

PROJECT METHOD.

66. Hatch, B. W. Teaching modern history by the project method. An experiment. Teachers college record, 21: 452-69, November 1920.

An experiment in history teaching that has been tried out at the Horace Mann School for Girls for the past year. It is a course in modern European history, and the class is in the last year of the Junior High School.

67. Wilgus, A. C. The laboratory method in the teaching and studying of history. Historical outlook, 12: 23-27, January 1921.

What the laboratory system in history is, how it operates, and the advantages of the system.

VISUAL INSTRUCTION.

68. Confessions of a movie educator. Independent, 104: 424-25, 447, December 25, 1920.

Work of the educational department of a film manufacturing concern. Illustrated.

69. Grossmann, Maximilian P. E. Visual education and child psychology. Educational film magazine, 5: 6-7, January 1921.

The child's reactions to various types of motion picture stimuli. Speaks of the need for careful selection and production of films for children.

SPECIAL SUBJECTS OF CURRICULUM.

READING.

70. Lewis, William Dodge and Rowland, Albert Lindsay. Silent reading. Kansas teacher, 12: 12-13, 15, January 1921.

Also in Arkansas Teacher, 8: 6-9, December 1920.

71. Pressey, L. W. and S. L. A critical study of the concept of silent reading ability. Journal of educational psychology, 12: 25-31, January 1921.

Discusses the problem of whether the form or the content of the matter read is an important factor in silent reading.

72. Waldman, Bessie. Definite improvement of reading ability in a fourth-grade class. Elementary school journal, 21: 273-80, December 1920.

Study made as a part of class work in a course entitled "Special problems in teaching," given at the University of Cincinnati. Writer says that in her fourth-grade class, the subject of reading caused more trouble than any other in the curriculum. Discusses methods of accelerating the rate of reading and of increasing the number of ideas retained.

ENGLISH AND COMPOSITION.

73. Backus, Bertie. Solving the problem of the failure in English. English journal, 9: 579-83, December 1920.

74. Green, Jenny Lind. An English project motivated by history. English journal, 9: 557-69, December 1920.

Considers the construction and presentation of a play as an English project.

75. Inland empire council of teachers of English. Minimum requirements in the mechanics of English composition. For use in the high schools of the Inland empire. 2d ed., rev. and enl. Missoula, Mont., Inland mountain educator, 1920. 44 p. 8°.

LITERATURE.

76. **Barnesberger, Velda J.C.** Standard requirements for memorizing literary material. Urbana, University of Illinois, 1920. 93 p. 8°. (University of Illinois bulletin, vol. 17, no. 26, February 23, 1920. Bureau of educational research—Bulletin no. 3)
77. **Chamberlain, Essie.** Literary attitudes and reactions of boys and girls. Illinois association of teachers of English bulletin, 13: 1-15, January 1, 1921.
- The results of a study made to ascertain the differences in reactions in English classes where boys and girls recite separately, and the results of a study of the reading interests and literary attitudes of 1,000 students in the Oak Park High School.

ANCIENT CLASSICS.

78. **Arms, S. Dwight.** The outlook for Latin. Educational review, 61: 41-53, January 1921.
- Discusses the present status of the various foreign languages in the secondary schools of New York state, and the outlook for Latin. Says that the position of Latin in the curriculum is encouraging.
79. **Findley, Edwin L.** High school Latin and some modern conditions. Classical Journal, 16: 142-48, December 1920.
80. **Lodge, Gonzalez.** A reasonable plea for the classics. Teachers college record, 21: 412-31, November 1920.
- An address delivered at a meeting of the Maryland state teachers association, Ocean City, June 29, 1920.
- A plea for the classics in the high-school curriculum. Suggests the most important points in which classical teaching seems to be valuable.
81. **Oldfather, W. A.** Latin as an international language. Classical Journal, 16: 195-206, January 1921.
- Discusses the movement to make Latin an international language. The question became a practical one at the meeting of the International research council, in Brussels, September 18-28, 1919, when a committee was appointed to investigate and report on the present status and possible outlook of the general problem of an international auxiliary language.
82. **Perkins, Albert S.** Latin training for business. Classical Journal, 16: 165-70, December 1920.
- A plea for a wider study of Latin in the secondary school. Discusses the practical value of Latin as a medium for building up an extensive English vocabulary.
83. **Reynolds, A. B.** Economy in first-year Latin work. Classical Journal, 16: 132-41, December 1920.
- Says that the successful reading of Caesar is a better preparation for Cicero or Vergil than any first book can be. Methods of teaching Latin in the high school of San Rafael, Calif.
84. **Rice, Edith F.** Latin plays for schools. Classical Journal, 16: 149-56, December 1920.
- Discusses the advantages of the classics, and the popularizing of Latin through the medium of Latin plays. Gives a list of suitable plays for high school students.

MODERN LANGUAGES.

85. **Henry, Frederick S.** Attainable aim in modern language teaching in the preparatory schools. Modern language journal, 5: 121-28, December 1920.
- Read before the New York state modern language association.

MATHEMATICS.

86. Breslich, E. R. The teaching of mathematics in the junior high school. School review, 29: 38-48, January 1921.
Gives an outline of the seventh-grade course in one of the experimental classes of the junior high school at the University of Chicago.
87. Cajori, Florian. Minimum high school mathematics. School science and mathematics, 21: 25-28, January 1921.
88. Kelly, F. J. The results of three types of drill on the fundamentals of arithmetic. Journal of educational research, 2: 693-700, November 1920.
An address delivered before the National association of directors of educational research at Cleveland, Ohio, February 26, 1920.
89. Mason, Thomas E. High school and college mathematics. School science and mathematics, 21: 37-44, January 1921.
Read before the mathematics section of the Indiana state teachers' association, 1920.
90. Thorndike, Edward L. The constitution of arithmetical abilities. Journal of educational psychology, 12: 14-24, January 1921.

SCIENCE.

91. Davis, Bradley M. The problem of the introductory course in botany. Science, n. s., 52: 597-600, December 24, 1920.
Study based on replies to a questionnaire sent to a number of botanists in the United States and Canada requesting outlines of what they would plan as the best type of introductory course in botany.
92. Finley, Charles W. Some studies of children's interests in science materials. School science and mathematics, 21: 1-24, January 1921.
Results of a study made to ascertain the nature of (1) Children's interest in animals, and (2) Pupils' interest in plants, animals, and physical phenomena.
93. Goddard, H. N. General science in the junior high school. School science and mathematics, 21: 52-60, January 1921.

GEOGRAPHY.

94. Branom, Fred K. What the business world demands of geography. School science and mathematics, 21: 55-72, January 1921.
- Read at the November meeting of the Central association of science and mathematics teachers, Chicago, Ill.
95. Winchester, Lily. The teaching of geography to children. With a preface by Percy M. Roxby. London, Methuen & co., ltd. [1920] 50 p. 12°.

HISTORY.

96. Barr, A. S. An analysis of the larger mental processes involved in the study of elementary school history. Educator-journal, 21: 263-68, January 1921.
97. Hasluck, Eugene Lewis. The teaching of history. Cambridge, The University press, 1920. 4 p. l., 119 [2] p. 12°. (Cambridge handbooks for teachers. General editor, J. W. Adamson.)
98. Linke, Karl. Der erzählende geschichtsunterricht. Zweite verbesserte auflage. Braunschweig, Hamburg, Georg Westermann, 1920. 186 p. 8°.
99. Madeley, Helen M. History as a school of citizenship. With a foreword by The Master of Balliol. London, New York, [etc.] Oxford University, 1920. 106 p. illus. 12°.

100. Mecker, H. H. History instruction in elementary schools: basis for selecting the content and method of presentation. *Education*, 41: 293-97, January 1921.

Says that history instruction should begin early in the life of the elementary school pupil, with stress laid on the conditions which surround him. Writer contends that history teaching deals too much with political and too little with social and industrial material.

CURRENT EVENTS.

101. Speare, Morris Edmund and Norris, Walter Blake, *ed.* Vital forces in current events. Readings on present-day affairs from contemporary leaders and thinkers. Boston, New York [etc.] Ginn and company [1920] vii, 284 p. 12°.

This volume presents contemporary problems and ideals, national and international, as they are seen by men of light and leading today. The articles included have been carefully chosen with regard to their English style. The increasing recognition of the value of readings in current events in school and college causes an immediate need for a book of this sort.

MUSIC.

102. Scholes, Percy A. 'Musical appreciation' in schools: why—and how? Comprising a brief general discussion of the subject and a teacher's companion to 'The book of the great musicians.' With an introduction by Sir Hugh P. Allen. London, New York [etc.] Oxford University press, 1920. 41 p. 12°.

ART.

103. Whitford, William G. Curriculum-building in art. *Elementary school journal*, 21: 281-89, 352-60, December 1920, January 1921.

"Method of determining more definite and concise terminology and objectives for use in planning a course of study in art for the public school." Conspectus of course of study in art.

104. Wilson, Francesca M. Professor Čížek takes his class. An authoritative account of an actual lesson given recently. *Teacher's world*, 24: 393, 395, December 1, 1920.

A sensation in educational circles in England has been created recently by an exhibition of children's woodcuts, paintings, etc. The inspirer of this wonderful work is Professor Čížek, Principal of the Vienna school of arts and crafts. An account of his work is given in this article.

KINDERGARTEN AND PRIMARY SCHOOL.

105. Ezekiels, Jeannette. The kindergarten makes adequate provision for the child's physical development. *Kindergarten and first grade*, 6: 10-14, January 1921.

Address given before the Kindergarten department, National education association, Salt Lake City.

The kindergarten, its health work with parents, its oversight of the children's physical development, and the social aspect and emphasis of its program.

106. Smith, William Alexander. An experiment in purposeful activities in a first grade. *Kindergarten and first grade*, 6: 24-28, January 1921.

An experiment tried in the Broadway school, Hackensack, N. J.

RURAL EDUCATION.

107. Hoffman, U. J. Health, comfort, welfare in one-room schools. *School news*, 34: 257-59, January 1921. illus.

A discussion of school desks and proper schoolroom seating.

108. King, Charles A. Hand work in the rural school. *Education*, 41: 320-24, January 1921.

SECONDARY EDUCATION.

109. Florida. University. Teachers college. Department of secondary education. Proceedings of the High school conference of April 15, 16, and 17, 1920. Gainesville, Fla., University of Florida, 1921. 52 p. 8° (University record, vol. 16, no. 1, February 1921)

Contains: 1. W. D. Wilson: Physical fitness as an objective in high school education, p. 7-11. 2. A. H. Fillers: The sciences in our high school—subject matter, equipment, methods and the preparation of teachers, p. 11-19. 3. C. S. Ogilvie: Extra-classroom activities in high school, p. 19-23. 4. S. A. Draper: Proper vocational guidance for Florida high schools, p. 23-30. 5. J. M. Feagle: Vocational guidance for Florida high schools, p. 30-35. 6. L. R. Sims: English in the high school, p. 36-41. 7. G. V. Fugitt: Supervision by the high school principal, p. 42-51.

110. Briggs, Thomas H. Comparative results in intermediate and elementary schools at Los Angeles. *Journal of Educational research*, 2: 681-92, November 1920.

The problems considered in this study are (1) To what extent do junior high-school pupils persist in school and (2) To what extent are secondary-education electives economically offered in the intermediate school.

111. Gosling, Thomas Warrington. The split-unit program in high schools. *Journal of educational research*, 2: 736-40, November 1920.

An address before the Southern Wisconsin teachers' association, Madison, March 26, 1920.

112. Kirkpatrick, Lee. Factors which control curriculum making in junior high school. *Southern school journal*, 32: 20-23, January 1921; 9-12, February 1921.

113. New England association of colleges and secondary schools. Standards for secondary schools. *School and society*, 12: 620-23, December 18, 1920.

Report of the committee presented at the annual meeting, December 4, 1920. Recommendations for a standard secondary school are given under the following headings: Purpose of the school, Instruction, Program of studies, Qualifications of teachers, Organization and administration, Equipment, and Plan.

114. Tripp, B. Ashburton. A model high school group for a residential suburb. *American city*, 24: 30-40, January 1921.

School located at Shaker heights village, a suburb of Cleveland, Ohio.

TEACHERS' SALARIES AND PROFESSIONAL STATUS.

115. Beeson, M. F. Certification of teachers by means of mental and standard educational tests. *Educational administration and supervision*, 6: 471-75, November 1920.

Recommends some tests for use in the certification of teachers.

116. Berg, David E. Personality culture by college faculties. New York city. Institute for public service [1920] 127 p. tables. 12°.

Based on a study of 72 university instructors at work with 100 classes in 25 subjects. The author spent a summer session in visiting the classes, and describes each teacher as seen from the viewpoint of the students. He urges every college to organize a committee to study teaching personality and efficiency.

117. Dodd, E. E. Well-to-do teachers. *Industrial-arts magazine*, 10: 22-23, January 1921.

The permanent material welfare of teachers. Their ability to save and invest.

118. Goodlet, Emily. Graded exercises for practical teaching in history. *Educational administration and supervision*, 6: 517-25, December 1920.

Bibliography: p. 525.

119. Graves, Louis. Needed: two hundred thousand trained teachers a year. *World's work*, 41: 309-12, January 1921.
Discusses the teacher shortage in a popular way. Illustrated with graphs showing inadequate salaries paid to teachers.
120. Gray, William S. Rating scales, self-analysis, and the improvement of teaching. *School review*, 29: 49-57, January 1921.
Discusses the advantages of the rating scale devised by Dr. Rugg, which was presented in the "Elementary school journal," May, 1920; also the supervisory plan organized by E. A. Turner, at the Illinois state normal university.
121. MacCracken, Henry N. Religio magistri. *Atlantic monthly*, 127: 76-84, January 1921.
Discusses the qualifications of the teacher. Emphasizes the faith of the teacher in his profession.
122. Massachusetts. Special commission on teachers' salaries. Report . . . 1920. Boston, Wright & Potter printing co., state printers, 1920. 159 p. 8".
Salaries and qualifications of teachers in Massachusetts, salary schedules for certain cities and towns, length of service, etc.
123. Morton, Robert L. The examination method of licensing teachers. *Educational administration and supervision*, 6: 421-32, November 1920.
124. Mudge, E. Leigh. Professional ethics for teachers. *School and society*, 12: 601-604, December 18, 1920.
Some suggestions concerning the teacher's attitude toward other teachers, non-professional school officers, business men, so-called superiors or inferiors, pupils, and community.
125. Shoninger, Yetta S. The function and responsibilities of the critic teacher. *Educational administration and supervision*, 6: 461-60, December 1920.
Says that critic work involves abilities of the highest order. The value of practice-teaching hinges upon the critic teacher; and if practice-teaching is to play its part in effective professional preparation we must have the able critic for whom we are willing to pay the price.
126. Welborn, E. L. Co-operation with local schools in student teaching. *Educational administration and supervision*, 6: 445-70, November 1920.
"Adjacent town and rural schools are utilized for student teaching by perhaps one-third of the two hundred ten public normal schools of the United States. This paper deals with some of the problems involved in the organization and administration of student teaching in this group of normal schools."
Bibliography: p. 468-70.
127. Work, Monroe N. Teachers' salaries. *Southern workman*, 50: 31-34, January 1921.
Salaries of Negro teachers.

HIGHER EDUCATION.

128. Capen, Samuel P. A national survey of state universities—how should it be undertaken? *Educational record*, 2: 20-23, January 1921.
Address delivered before the National association of state universities, November 13, 1920.
129. Coffman, Lotus D. Recent growth of state universities creates crisis. *School life*, 5: 1-2, 10-12, December 15, 1920.
Address delivered at the inauguration of Dr. M. L. Burton as president of the University of Michigan.
Thinks the principal cause of the growth of universities is the rapid increase of high schools. The plan of limiting registration is impracticable.

130. Daniel, Hawthorne. Arthur E. Morgan's new type of college. *World's work*, 41: 405-409, February 1921.

A civil engineer's revolutionary experiment with Antioch college, to produce graduates who will become employers and not employees.

131. Fletcher, O. O. The salvage principle in college administration. *South Carolina education*, 2: 12-13, 21-22, December 15, 1920.

Some suggestions for retaining in college as many students as possible of those who otherwise might bring their college course to wreck.

132. Holliday, Carl. The arts college and the city. *School and society*, 12: 625-34, December 25, 1920.

Address delivered at the National association of urban universities, Philadelphia, December 18, 1920.

Some ideals and demands of the arts college in a city.

133. Holme, E. R. The American university; an Australian view. Sydney, Angus & Robertson, Ltd., publishers to the University, 1920. 242 p. 12°.

Professor Holme, of the University of Sydney, attached during 1918-19 to the Education service of the Australian Imperial force, made the personal investigations on which this book is based with the object of discovering how far the methods, traditions, and customs which have created in the United States a markedly distinct type of English-speaking university are either applicable to or instructive for the British type of university established in Australia. He concludes that Australia has much to learn from American universities, if little or nothing to copy.

134. Kellogg, Vernon. The National research council. *North American review*, 212: 754-64, December 1920.

The organization and work of the National research council.

135. Shaw, Wilfred B. The University of Michigan. New York, Harcourt, Brace & Howe, 1920. 384 p. illus. 8°.

SCHOOL ADMINISTRATION.

136. Chamberlain, Arthur H. Urgent financial needs of California school system as related to teacher-training facilities and the office of county superintendent of schools. 11 p. 8°. (*Bulletin of the California teachers' association*, January 1921)

Advance reprint from *Sierra educational news*, February 1921.

Illustrated by tables, figures and graphs.

137. Further discussion of the Smith-Towner bill. *Educational review*, 61: 54-79, January 1921.

A symposium as follows: (1) Why the Smith-Towner bill should not become a law, by C. R. Mann, p. 54-65; (2) A reply to the arguments against the Smith-Towner bill, by G. D. Strayer, p. 65-70; (3) The Smith-Towner bill again, by Virgil G. Michel, p. 70-79.

138. Kenyon, Elmer. Perils in the Smith-Towner bill. *Pittsburgh school bulletin*, 14: 453, 455-57, 459-61, January 1921.

SCHOOL MANAGEMENT.

139. Clark, M. G. The course of study a factor in efficient teaching. *Journal of education*, 92: 598-600, December 10, 1920.

140. Collette, E. N. Days to be observed by public schools with suggested programs. Oklahoma, State superintendent of public instruction [1920] 106 p. illus. 8°.

141. Detroit, Mich. Department of special education and Bureau of statistics and reference. Age-grade and nationality survey. *Detroit educational bulletin*, no. 8: 1-24, December 1920.

Facts regarding retardation, acceleration, and nationality in the schools of Detroit, Mich.

142. **Franzen, Raymond.** The accomplishment quotient. A school mark in terms of individual capacity. Teachers college record, 21: 432-40, November 1920.

The mark which is here advocated evaluates the accomplishment of the child in terms of his own ability.

143. **Kirby, Byron.** The curriculum. Educator-journal, 21: 203-206, December 1920.

Some suggestions for changing the course of study beginning with the sixth grade so that the school systems would provide for a gradual divergence in the courses to be followed, dependent upon the different abilities and different tastes of the children themselves.

144. **Kruse, Samuel Andrew.** The problem of school attendance. Missouri school journal, 37: 471-74, December 1920.

The fundamental causes of poor attendance.

145. **Morgan, Geoffrey F.** The public schools and the boy scout movement. Normal instructor and primary plans, 30: 22-23, 66, January 1921, illus.

Some of the principles of the scout organization that might be utilized with profit in the schools.

146. **Thurston, Ernest L.** The right school spirit. School news and practical educator, 34: 311-16, January 1921.

The importance of the right school spirit and how this spirit can be maintained.

SCHOOL HYGIENE AND SANITATION.

147. **Averill, Lawrence Augustus.** Some hygiene projects for the upper grades. American journal of school hygiene, 4: 57-66, December 1920.

Suggests some projects in hygiene and sanitation which, attacked in a socialized way, will prove interesting and valuable to all upper grade classes.

148. **Churchill, Frank S.** Preventive medicine in its relation to schools. Boston medical and surgical journal, 183: 747-50, December 30, 1920.

Paper read at the annual meeting of the Massachusetts medical society, June 9, 1920. Urges an intensive study of under-nourished children throughout the school system.

149. **Lee, Roger I.** Preventive medicine and hygiene in relation to colleges. Boston medical and surgical journal, 183: 750-54, December 30, 1920.

Paper read at the annual meeting of the Massachusetts medical society, June 9, 1920. Gives mortality statistics of Harvard university for the last 10 years.

150. **Pelton, Garnet I.** Under par school children. Survey, 45: 573-74, January 15, 1921.

Discusses the health crusade in the public schools of Denver.

151. **Radebaugh, Mamie.** The school program from the standpoint of fatigue. Oregon teachers monthly, 25: 127-29, November 1920.

The writer says that every good program should present such an arrangement of recitations as to conform to the generally accepted laws of fatigue. Gives some suggestions for making such an arrangement.

152. **Smedley, Emma.** The school lunch: its organization and management in Philadelphia. Media, Pa., Emma Smedley [1920] xv, 164 p. incl. front., illus., diagrs., plates, fold. forms. 8°. Bibliography: p. 151-53.

153. **Taylor, Henry L.** American posture league: its history, work and future. Modern medicine, 2: 777-79, December 1920.

Discussion of the general work of the league to increase interest in the improvement of habitual posture and to set up standards of posture training, etc., in school, and industrial life.

SEX HYGIENE.

154. **Armentrout, W. D.** Problems of sex education. *Education*, 41: 325-27, January 1921.

Advocates sex education in the home. Emphasizes the equipping of parents with the necessary knowledge of sex hygiene, rather than the public school teachers.

155. **Galloway, T. W.** Sex instruction. *Religious education*, 16: 330-37, December 1920.

A paper read at the Religious education association convention in Pittsburgh. This is the second part of the paper. The first part dealing with the nature of the sex problem and its relation to religious education is not printed here on account of limitations of space.

PHYSICAL TRAINING.

156. **Clark, Lydia.** Health and athletics for the high school girl. *School and home education*, 40: 84-86, December 1920.

157. **Geer, William H.** Prescribed physical training for Harvard freshmen. *Harvard graduates' magazine*, 29: 202-209, December 1920.

158. **Jessup, Elon.** A college ~~club~~ club. *American review of reviews*, 63: 80-84, January 1921.

Describes the outdoor winter sports for the students at Dartmouth college. Illustrated.

159. **Roberts, E. L.** Military training in the schools. *Mind and body*, 27: 361-66, January 1921.

Address delivered at the physical education section of the National education association, Salt Lake City, July 6, 1920.

PLAY AND RECREATION.

160. **Bigger, Frederick.** Pittsburgh's playgrounds and citizens' committee on city plan. *American city*, 24: 50-53, January 1921.

Illustrated with diagrams.

161. **Dymond, J. A. G.** Scouting and the adolescent, with special reference to secondary schools. With a foreword by Professor J. J. Findlay and a memoir by F. J. Stafford. Manchester, The University press; London, New York [etc.] Longmans Green & co., 1920. 81 p. 16°.

Bibliography: p. 79-81.

162. **Hewitt, Richard G. and Ellis, Lewis.** School camps: their value and organization. Oxford, The Clarendon press, 1920. 110 p. 16°.

163. **O'Shea, M. V.** Playgrounds—city and rural. *Normal instructor and primary plans*, 30: 16-17, 64, February 1921. Illus.

SOCIAL ASPECTS OF EDUCATION.

164. **Hending, Warren G.** A message to American mothers. *Social progress*, 5: 1, January 1921.

From the address of the president-elect of the United States delivered before the Ohio federation of the Child conservation league of America at its convention in Marion, December 15, 1920.

165. **Hewlett, William.** Parents first: an aspect of the education question. *Nineteenth century*, 89: 98-110, January 1921.

Discusses the influence of home environment. How sordid and ugly surroundings in the home may be rectified. The writer says: "Educate the parents first." Conditions in England discussed.

166. Myers, Glenn E. Mental health of children. *American journal of public health*, 11: 55-62, January 1921.

Importance of proper environment in the home.

167. Page, Frank R. The school and the community. *Elementary school journal*, 21: 297-303, December 1920.

Study of real life conditions by pupils, such as the industrial and commercial activities of the places where they reside.

168. Robbins, Charles L. *The socialized recitation*. Boston, New York [etc.] Allyn and Bacon [1920] viii, 100 p. 12°.

Undertakes to show the place which the socialized recitation may have in the modern school, to emphasize its possibilities in the mastery of subject matter as well as in the cultivation of social ideals and practices on the part of the children in our schools, to present enough concrete material to make the technique clear to the teacher who wishes to use the method, to give a vivid view of the dangers to be avoided, and to show in some detail the qualities which need to be cultivated.

CHILD WELFARE.

169. Oberholtzer, Ellis P. What are the "movies" making of our children? *World's work*, 41: 249-63, January 1921.

Influence of the "movies" on boys and girls. What can be done to remove the "harmful excrescences upon this powerful agency of popular education and diversion."

170. U. S. Children's bureau. Eighth annual report of the chief, Children's bureau, to the Secretary of Labor. Fiscal year ended June 30, 1920. Washington, Government printing office, 1920. 45 p. 8°.

MORAL AND RELIGIOUS EDUCATION.

171. Briggs, Thomas E. Can character be taught and measured? *School and society*, 12: 595-601, December 18, 1920.

Read at the Association of colleges and preparatory schools of the Middle States and Maryland, November 26, 1920.

Gives some suggestions for measuring character.

172. Cowles, May K. Week-day religious instruction in the city schools of Van Wert, Ohio. *Ohio educational monthly*, 70: 2-4, January 1921.

173. Mudge, E. Leigh. The psychology of the week-day religious school. *Religious education*, 15: 305-307, December 1920.

See also article by Victor Hoag on "Week-day instruction in Batavia, Illinois" on pages 307-309.

174. Ogle, M. B. A neglected aspect of education. *Education*, 41: 312-19, January 1921.

Discusses character building through the medium of literature—the spiritual message of the classics.

175. Powell, Chilton L. Education and religion. *Sewanee review*, 28: 558-72, October-December 1920.

Discusses the development of spirituality in higher education.

176. Squires, Vernon P. Bible study in public schools. *National school digest*, 40: 284-86, January 1921.

Practical results obtained in the schools of North Dakota. Influence of the work upon other states.

177. Super, Paul. *Training a staff; a manual for Young men's Christian association executives*. New York, Association press, 1920. xx, 800 p. 8°.

MANUAL AND VOCATIONAL TRAINING.

178. **Anderson, Lewis F.** Beginnings in industrial education. School and society, 13: 1-9, January 1, 1921.
Seventeenth century plans and proposals for providing industrial education in common and in vocational schools.
179. **Bowman, Clyde A.** Graphic aids in vocational teaching analysis. Industrial-arts magazine, 10: 9-13. 49-53, January, February 1921.
180. **Hall, E. M.** The industrial cooperative course of the Lansing high school. American machinist, 54: 83-86, January 20, 1921. Illus.
A course, open to the youths of the city of Lansing, Mich., intended to provide thorough training and experience in technical trades.
181. **Industry awards university scholarships.** National association of corporation training bulletin, 8: 12-19, January 1921.
Tells of four business organizations now granting scholarships in universities to certain of their worthy employees. The plans under which the scholarships are awarded are here given in detail.
182. **Leonard, Robert J.** One promotional aspect of the Smith-Hughes act--part-time education. Educational administration and supervision, 6: 491-508, December 1920.
Discusses the need for part-time schools, principles of organization, occupational extension, continuation schools, state legislation, etc.
183. **Petersen, Louis C.** Educational toys; consisting chiefly of coping-saw problems for children in the school and the home. Peoria, Illinois, The Manual arts press [1920] 112 p. illus. 4°.
184. **Sanderson, Dwight.** The status of social and economic studies in rural vocational high schools. Vocational summary, 3: 120-22, December 1920.
185. **Smith, Henry Louis.** Your biggest job; school or business. Some words of counsel for red-blooded young Americans who are getting tired of school. New York, London, D. Appleton and company, 1920. xl, 79 p. 16°.
186. **Sowers, J. L.** Prevocational education--a suggested outline. Educator-journal, 21: 199-203, December 1920.
Prevocational work of the seventh and eighth grades.
187. **U. S. Federal board for vocational education.** A tuberculosis background for advisers and teachers. Washington, Government printing office, 1920. 42 p. 8°. (Bulletin no. 59. Reeducation series no. 8, November 1920)
188. **Vaughn, S. J.** Purpose, terminology, and psychological basis of industrial work. Industrial-arts magazine, 10: 1-6, January 1921.
This is the ninth paper in a series entitled "First aid to the inexperienced."
189. **Woodworth, C. W.** Industrial education for China. Mid-Pacific magazine, 21: 49-51, January 1921.
This article is along the lines of the Pan Pacific university which has been advocated for several years by the leading workers in the Pan Pacific union.

VOCATIONAL GUIDANCE.

190. **Evans, Owen D.** Vocational guidance in the continuation school. Manual training magazine, 23: 209-14, January 1921.
191. **Maverick, Lewis A.** The status of vocational guidance in Massachusetts, April 1919. School review, 29: 31-37, January 1921.
Shows present status of vocational education in Massachusetts; educational guidance; and vocational counselors and instructors. Says that the chief burden of vocational guidance rests upon the regular teachers without allowance of either time or money for the extra work.

192. Vance, Thomas F. Mental tests in vocational guidance. National school digest, 40: 282-84, January 1921.

The possibilities of mental tests in vocational guidance. Suggests a method for determining vocational aptitude.

HOME ECONOMICS.

193. Snedden, David. Home economics in college and university. School and society, 13: 71-73, January 15, 1921.

PROFESSIONAL EDUCATION.

194. Foster, O. D. Student attendance at the Protestant theological seminaries. Christian education, 4: 12-22, December 1920.

195. MacLeish, Archibald. Professional schools of liberal education. Yale review, 10: 362-72, January 1921.

Says that education should labor to set men free, free from the bigotry of isolation, free from the prejudice of ignorance. Liberalism as related to professional schools.

196. Stegman, Henry M. A nurses' college. American journal of nursing, 21: 228-31, January 1921.

Says that recruiting for the nurse's vocation would be stimulated if the invitation were to come to a college instead of to a training school. Advocates the establishment of nurses' colleges.

197. Talbot, Eugene S. The dental education problem. Dental cosmos, 63: 34-38, January 1921.

Says that the present methods of dental practice in a measure are failures. Declares there are four requirements necessary for the future education of the dentist: (1) A liberal academic education; (2) the fundamental principles of medicine; (3) the clinical training for the specialty; (4) the opportunity for the graduate to finish his medical studies without loss of time or expense if he so desires.

198. Willes, Hugh E. Standards of legal education. School and society, 13: 9-14, January 1, 1921.

Discusses the problem of how to get into the legal profession the best possible attorneys.

CIVIC EDUCATION.

199. Blashfield, Herbert W. Training for Christian citizenship. Religious education, 15: 823-30, December 1920.

What is being actually attempted in the church schools in training for Christian citizenship.

200. Harap, Henry. Objectives in community civics. School and society, 12: 634-38, December 25, 1920.

Objectives concerned with civic habits, with civic knowledge, with civic service, and with the use of civic agencies.

201. McCormack, Thomas J. Civic education. School and home education, 40: 79-84, December 1920.

Paper read at the Illinois high school conference at Champaign, November 19, 1920.

202. Stebbins, C. A., ed. Film lessons for the classroom. No. 1. Advance notice of a course on civics. San Francisco, The F. S. Wythe pictures corporation [1920?] 16 p. 8".

AMERICANIZATION.

203. The basis of Americanization. Unpartizan review, 15:92-99, January-March 1921.
A plea for spelling reform.
204. Gibbs, Lincoln R. Americanization and literature. English journal, 9:551-56, December 1920.
A task for the teacher of literature in high school and college.
205. Gray, Robert Floyd. The teaching of English to the foreign-born. School and society, 13:67-71, January 15, 1921.
206. Kelsey, Carl, ed. Present-day immigration, with special reference to the Japanese. Philadelphia, The American academy of political and social science, 1921. v, 232 p. 8°. (Annals of the American academy of political and social science, vol. 93, no. 182, January 1921)
Contains: Part III—Some factors affecting the assimilation of the immigrant.—1. Carol Aronoviel: Americanization, p. 134-38. 2. H. A. Miller: The oppression psychosis and the immigrant, p. 139-44. 3. Ruby Baughman: Elementary education for adults, p. 161-68. 4. T. E. Flanagan: The education of the illiterate immigrant, p. 168-73. 5. Talcott Williams: The political education of the immigrant, p. 173-80.
In paper no. 2, listed above, a viewpoint somewhat new is presented by Professor Miller, who emphasizes the importance of psychological reactions of people who have lived under repression.
207. Roberts, Peter. The problem of Americanization. New York, The Macmillan company, 1920. ix, 246 p. 12°.
This book is designed to aid men and women giving all or part time to the work of Americanization. The program and organization here outlined have been successfully used in many fields, and are the fruit of the author's years of service as director of Americanization work for the Y. M. C. A.
208. Sasamori, Junzo. What are the Japanese doing toward Americanization? Japan review, 3:22-24, December 1920.
The various activities on the part of the Japanese which definitely contribute toward their own Americanization.

EDUCATION OF SOLDIERS.

209. Borer, J. T. Educational opportunity in the army of occupation. Mathematics teacher, 13:45-52, December 1920.
Concluded from preceding number. Educational work in Germany by the American army of occupation.
210. Snyder, James E. Occupational training in the army. Manual training magazine, 23:214-19, January 1921. illus.
211. United States. Adjutant general's office. The educational system of the United States army. The army as a national school. Washington, D. C., The Adjutant general of the Army, 1920. 55 p., plates. 8°.
Tells of the educational and vocational training programme of the United States Army and sets forth the plans and desires of the War Department for the improvement and recreation of the young men entering the Army.

EDUCATION OF WOMEN.

212. Filene, Catherine, ed. Careers for women. Boston, New York, Houghton Mifflin company, 1920. 576 p. 12°.
213. Johnson, Alice. Some problems for a preceptress to solve. Idaho teacher, 2:234-37, January 1921.
The duties of the dean of girls in the high school at Twin Falls, Idaho.

214. Slosson, Edwin E. Traitors to Cornell. Independent, 104: 396-97, December 18, 1920.

Discusses the question of coeducation.

215. Teaching, vol. 5, no. 5, November 1920. (Halls of residence)
Contains: 1. Alberta L. Corbin: Housing students at Kansas state schools, p. 6-8. 2. Alberta L. Corbin: The housing problem in the state schools, p. 9-10. 3. From the catalogs of other state schools, p. 12-13. 4. Hannah Oliver: What will Kansas do for her daughters, p. 15-16. 5. What folks say, p. 16-19.

216. U. S. Federal board for vocational education. Trade and industrial education for girls and women. Washington, Government printing office, 1920, 106 p. 8°. (Bulletin, no. 58. Trade and industrial series no. 15, October 1920)

Pt. 1. Economic and social aspects of vocational education for girls and women.
Pt. 2. Ways and means of establishing and operating a program.

NEGRO EDUCATION.

217. Davis, Jackson. Building a rural civilization. Some educational results among Southern Negroes. [Hampton, Va., Hampton Institute, 1920] 17 p. illus. 8°.

Reprinted from the Southern workman for November and December 1920.
Contains: I. County training schools. II. Supervising industrial teachers.

218. Gandy, John M. Educational reconstruction. Southern workman, 50: 38-42, January 1921.

Discusses educational reconstruction and welfare work among Negroes, with emphasis on the profession of teaching.

EDUCATION OF DEAF.

219. National association of the deaf. Proceedings of the thirteenth convention . . . held in Detroit, Mich., August 9-14, 1920. Washington, D. C., Gallaudet press, 1920. 160 p. 8°. (The Nad, vol. 5, no. 4, December 1920) (Arthur L. Roberts, secretary-treasurer, Kendall Green, Washington, D. C.)

220. Booth, F. W. The education of the deaf. Volta review, 23: 25-29, January 1921.

A statistical and historical study.

EXCEPTIONAL CHILDREN.

221. Carothers, Willis H. The supernormal child. Teaching, 5: 20-27, November 1920.

Individual differences and their causes, what the opponents of special classes charge, history of administrative changes for the gifted child, recommendations, etc.

222. George, William E. Social sanitariums and social doctors. Outlook, 127: 18-21, January 5, 1921. illus.

First discusses the subject of punishment vs. treatment for social ills, and then speaks briefly of the Junior republic at Freeville, N. Y.

223. Lickley, E. J. Order of work in special schools. Los Angeles school journal, 4: 3-6, December 20, 1920.

Tells of a method that has worked successfully for fifteen years in the special schools of Los Angeles. Says the order of importance of work in a special school is (1) Attendance; (2) Obedience; (3) Work of any kind; and (4) Good work.

224. Perrin, H. A. The exceptional child. School news and practical educator, 34: 302-305, January 1921.

Discusses the treatment that should be given the accelerated type of child in our schools.

225. Wallin, J. E. Wallace. A comparison of three methods for making the initial selection of presumptive mental defectives. *School and society*, 13: 31-45, January 8, 1921.
 Delivered, in abstract, before the section of clinical psychology of the American psychological association, Chicago, December 1920.
226. Wyoming. Department of education. First report of the state director of special classes, 1919-1920. (Cheyenne, Department of education, 1920) 28 p. pl. 8°.

EDUCATION EXTENSION.

227. Clark, Ruth S. The continuation school. *Survey*, 45: 541-42, January 8, 1921.
 Discusses the continuation school in the educational system of New York city.
228. Fox, Genevieve M. When labor goes to school; a story of the workers' educational movement. New York, National board Young women's Christian associations, 1920. 30 p. 10°.
229. "Silas Burch." The day continuation school. *South African quarterly*, 2: 30-33, December 1920.
 Conditions in South Africa. Discusses the provisions of the Fisher education bill; and their possible application in South Africa.

LIBRARIES AND READING.

230. The booklovers of tomorrow. *Bookman*, 52: 329-32, January 1921.
 Contains: 1. P. P. Claxton: Teaching literature, p. 329-29. 2. Sherman Williams: School libraries, p. 329-30. 3. J. H. Finley: Dr. Finley's endorsement, p. 330-31. 4. J. L. Wheeler: A practical plan in operation, p. 331-32. 5. Payson Smith: Reading should be encouraged, p. 332.
 Thinks that careless contemplation of the screen must not supplant the thoughtful reading of a book. The *Bookman* is making an effort to foster genuine appreciation of literature in the minds of the rising generation. The librarian of the public library of Youngstown, Ohio, tells of the plan of cooperation between the schools of his city and the library in promoting home reading with school credit, in paper no. 4.
231. Eaton, Anne Thaxter. What the library and the English department can do in co-operation for the whole school. *English journal*, 9: 570-78, December 1920.
232. Moore, Annie Carroll. Roads to childhood; views and reviews of children's books. New York, George H. Doran company [1920] 240 p. 12°.
233. Smith, Leon O. The high school library. *Middle-west school review*, 13: 5-7, January 1921.
 An address before the superintendents and principals of the Nebraska state teachers' association.
 Contains a suggested outline of a course of study in the use of books and libraries.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

234. Education for highway engineering and highway transport. Report of the Conference on highway engineering and highway transport education, held in Washington, May 14 and 15, 1920, under the direction of the Commissioner of education . . . Washington, 1921. 184 p. (Bulletin, 1920, no. 43)
235. List of references on the use of pictures in education. Prepared in the Library division, Bureau of education. Washington, 1921. 12 p. (Library leaflet no. 13, December 1920)
236. A school building program for Gloucester, Mass. Washington, 1920. 16 p. (Bulletin, 1920, no. 23)